



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Calais Elementary School

SAU: Calais School Department

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2010-2011 NCLB Report Card



School: Calais Elementary School
SAU: Calais School Department
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	38	37	97	49	47	65	0	49	49	3	37	0
	2009-2010	44	43	98	81	81	73	9	72	9	9	43	0
Female	2008-2009	17	17	100	59	63	70	0	59	41	0		
	2009-2010	19	19	100	84	84	76	11	74	16	0		
Male	2008-2009	21	20	95	40	33	60	0	40	55	5		
	2009-2010	25	24	96	79	79	69	8	71	4	17		
Caucasian/White	2008-2009	34	33	97	45	42	66	0	45	52	3		
	2009-2010	41	40	98	80	80	74	10	70	10	10		
African American/Black	2008-2009	2	2	100			42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	2	2	100			71						
American Indian or Native Alaskan	2008-2009	1	1	100			64						
	2009-2010	1	1	100			66						
Economically Disadvantaged	2008-2009	25	24	96	33	32	53	0	33	63	4		
	2009-2010	24	24	100	79	79	62	0	79	8	13		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	11	92	18	11	36	0	18	73	9		
	2009-2010	7	7	100			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Calais Elementary School
SAU: Calais School Department
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	30	30	100	60	59	71	0	60	20	20	30	0
	2009-2010	32	30	94	63	63	67	13	50	30	7	30	0
Female	2008-2009	14	14	100	50	46	75	0	50	29	21		
	2009-2010	17	17	100	59	59	71	6	53	29	12		
Male	2008-2009	16	16	100	69	69	67	0	69	13	19		
	2009-2010	15	13	87	69	69	63	23	46	31	0		
Caucasian/White	2008-2009	27	27	100	67	65	71	0	67	19	15		
	2009-2010	28	26	93	62	62	68	12	50	35	4		
African American/Black	2008-2009	2	2	100			53						
	2009-2010	1	1	100			43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	2	2	100			71						
American Indian or Native Alaskan	2008-2009	1	1	100			60						
	2009-2010	1	1	100			64						
Economically Disadvantaged	2008-2009	17	17	100	47	44	60	0	47	24	29		
	2009-2010	19	18	95	44	44	56	6	39	44	11		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	17	17	43	0	17	33	50		
	2009-2010	7	5	71			34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Calais Elementary School
SAU: Calais School Department
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	30	30	100	50	56	67	0	50	40	10	30	0
	2009-2010	33	33	100	61	61	72	0	61	24	15	33	0
Female	2008-2009	16	16	100	69	69	70	0	69	25	6		
	2009-2010	15	15	100	53	53	78	0	53	33	13		
Male	2008-2009	14	14	100	29	36	64	0	29	57	14		
	2009-2010	18	18	100	67	67	67	0	67	17	17		
Caucasian/White	2008-2009	28	28	100	50	54	67	0	50	43	7		
	2009-2010	28	28	100	64	64	73	0	64	25	11		
African American/Black	2008-2009	0	0				46						
	2009-2010	2	2	100			57						
Hispanic	2008-2009	0	0				56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	1	1	100			48						
	2009-2010	2	2	100			62						
Economically Disadvantaged	2008-2009	14	14	100	36	45	53	0	36	43	21		
	2009-2010	19	19	100	42	42	62	0	42	32	26		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	13	20	31	0	13	50	38		
	2009-2010	5	5	100			36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Calais Elementary School
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Grade: 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	44	43	98	51	51	71	0	51	37	12	43	0
	2009-2010	30	30	100	60	60	68	10	50	30	10	30	0
Female	2008-2009	21	21	100	43	45	76	0	43	57	0		
	2009-2010	16	16	100	69	69	74	13	56	31	0		
Male	2008-2009	23	22	96	59	57	66	0	59	18	23		
	2009-2010	14	14	100	50	50	63	7	43	29	21		
Caucasian/White	2008-2009	39	39	100	51	53	71	0	51	36	13		
	2009-2010	29	29	100	62	62	69	10	52	28	10		
African American/Black	2008-2009	2	2	100			51						
	2009-2010	0	0				47						
Hispanic	2008-2009	1	1	100			60						
	2009-2010	0	0				62						
Asian or Pacific Islander	2008-2009	0	0				74						
	2009-2010	1	1	100			70						
American Indian or Native Alaskan	2008-2009	2	1	50			54						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	27	26	96	58	58	58	0	58	23	19		
	2009-2010	14	14	100	36	36	56	7	29	43	21		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	7	88	29	29	33	0	29	43	29		
	2009-2010	8	8	100			29						
Limited English Proficient	2008-2009	0	0				45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Calais Elementary School
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Grade: 03



MAINE
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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	38	37	97	54	56	70	3	51	35	11	37	0
	2009-2010	44	43	98	58	58	62	7	51	26	16	43	0
Female	2008-2009	17	17	100	47	50	68	0	47	41	12		
	2009-2010	19	19	100	58	58	61	11	47	21	21		
Male	2008-2009	21	20	95	60	61	71	5	55	30	10		
	2009-2010	25	24	96	58	58	63	4	54	29	13		
Caucasian/White	2008-2009	34	33	97	52	52	71	3	48	39	9		
	2009-2010	41	40	98	58	58	63	8	50	25	18		
African American/Black	2008-2009	2	2	100			45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	2	2	100			65						
American Indian or Native Alaskan	2008-2009	1	1	100			55						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	25	24	96	38	41	58	0	38	46	17		
	2009-2010	24	24	100	54	54	50	8	46	25	21		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	12	11	92	27	33	46	0	27	55	18		
	2009-2010	7	7	100			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	30	30	100	47	45	66	3	43	23	30	30	0
	2009-2010	32	30	94	40	40	62	7	33	30	30	30	0
Female	2008-2009	14	14	100	43	38	66	7	36	14	43		
	2009-2010	17	17	100	29	29	62	0	29	35	35		
Male	2008-2009	16	16	100	50	50	67	0	50	31	19		
	2009-2010	15	13	87	54	54	63	15	38	23	23		
Caucasian/White	2008-2009	27	27	100	52	50	67	4	48	22	26		
	2009-2010	28	26	93	38	38	63	8	31	31	31		
African American/Black	2008-2009	2	2	100			46						
	2009-2010	1	1	100			36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	2	2	100			65						
American Indian or Native Alaskan	2008-2009	1	1	100			59						
	2009-2010	1	1	100			49						
Economically Disadvantaged	2008-2009	17	17	100	41	38	54	0	41	12	47		
	2009-2010	19	18	95	17	17	50	6	11	33	50		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	17	17	41	0	17	33	50		
	2009-2010	7	5	71			36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 05



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	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	30	30	100	37	41	66	3	33	40	23	30	0
	2009-2010	33	33	100	42	42	64	6	36	18	39	33	0
Female	2008-2009	16	16	100	50	50	65	0	50	38	13		
	2009-2010	15	15	100	33	33	64	7	27	20	47		
Male	2008-2009	14	14	100	21	27	66	7	14	43	36		
	2009-2010	18	18	100	50	50	64	6	44	17	33		
Caucasian/White	2008-2009	28	28	100	39	42	67	4	36	39	21		
	2009-2010	28	28	100	50	50	65	7	43	18	32		
African American/Black	2008-2009	0	0				43						
	2009-2010	2	2	100			37						
Hispanic	2008-2009	0	0				52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009	1	1	100			69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	1	1	100			46						
	2009-2010	2	2	100			54						
Economically Disadvantaged	2008-2009	14	14	100	36	45	53	0	36	36	29		
	2009-2010	19	19	100	26	26	51	0	26	16	58		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	0	0	38	0	0	38	63		
	2009-2010	5	5	100			34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	44	44	100	34	37	54	5	30	27	39	44	0
	2009-2010	30	29	97	34	34	63	14	21	24	41	29	0
Female	2008-2009	21	21	100	29	30	52	5	24	33	38		
	2009-2010	16	16	100	50	50	62	19	31	19	31		
Male	2008-2009	23	23	100	39	43	56	4	35	22	39		
	2009-2010	14	13	93	15	15	63	8	8	31	54		
Caucasian/White	2008-2009	39	39	100	38	39	55	5	33	26	36		
	2009-2010	29	28	97	32	32	64	14	18	25	43		
African American/Black	2008-2009	2	2	100			31						
	2009-2010	0	0				40						
Hispanic	2008-2009	1	1	100			37						
	2009-2010	0	0				49						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	1	1	100			68						
American Indian or Native Alaskan	2008-2009	2	2	100			34						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	27	27	100	33	35	40	4	30	19	48		
	2009-2010	14	13	93	15	15	49	0	15	15	69		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	13	14	26	0	13	0	88		
	2009-2010	8	7	88			29						
Limited English Proficient	2008-2009	0	0				30						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	97 96	99 99	64	69 55	71 69	97	97 95	99 99	45	47 41	63 61	94	94	95
Caucasian/White	98	97 97	99 99	65	70 56	71 69	97	97 96	99 99	46	49 40	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	99	98 93	99 99	52	56 43	60 56	97	98 92	99 99	33	32 33	50 47			
Students with Disabilities	*	* *	97 98	30	* *	36 28	*	* *	97 98	31	* *	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.


Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	13	0	1	1	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	5.48

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>